

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW504 - Foundations of Social Work Practice III

Course Outline
Spring 2005

Instructor: Stan L. Bowie, Ph.D.
Office: 321 Henson Hall
Phone: 974-3352
E-mail: sbowie@utk.edu

Course Format and Assignments:

The course will include interactive lectures by the instructor and guest presenters (scheduled), class discussions, exercises, and student presentations.

Student Evaluation Criterion:

Student grades in this course will be based on three (3) major assignments/examinations. The specific assignments/examinations, percentage of the final grade they represent, and test dates/submission deadlines are as follows:

Course requirement

Percent of Final Grade

1. Midterm Examination	30%
2. CIP Term Paper	30%
2. CIP Group Presentation	30%
3. Reaction Paper	10%

Total = 100%

**** Note: The term papers and group presentations will be submitted and occur to different times. The five (5) group teams will present during different time periods and the written product (term paper) will be due to the instructor one week prior to the team presentation. The schedule will be determined by a lottery method.**

Midterm Examination:

The midterm examination will be administered on 23 February 2005. The examinations will cover in-class material presented and class readings up through the week preceding the exam. The format for the examinations will be true/false, multiple choice, definitions, short answer questions, and/or essay questions.

Community Intervention Project Term Paper:

Students will work in assigned groups of approximately five (5) individuals to complete a Community

Intervention Project (CIP) term paper. As part of this process, students are required to read the article entitled: “Voices From the Welfare Vortex: A Descriptive Profile of Low-Income African American Women on the Eve of Devolution” (Bowie, Dutton-Stepick, & Stepick, 2001). Based on the data presented in the article, each student must design a community intervention project (CIP) that can empower the women described in the article, or women (and their families) who are in similar social and/or economic circumstances. As part of this assignment, students are required to identify a community-based agency and assess the mission, goals, objectives of the agency, as well the programs operated by the agency and their targeted population. Students are also required to conduct an interview with a high-level macro practitioner (agency administrator) to obtain detailed information on the agency, in addition to conducting a formal literature review on pertinent aspects of community practice (related to the agency), and on the primary type of social problem or issue addressed by the targeted agency.

The agency must be a private, non-profit organization that provides some type of specific social work service(s) to a targeted community. This assignment requires that the agency be reasonably substantial in size, scope of services provided, and so forth. It will probably make good sense to utilize an agency that is affiliated with the College of Social Work, but all decisions must be voted on by the group with a majority deciding. The teams will be randomly selected by the instructor. The final agency selection must be approved by the instructor before the team proceeds with the assignment.

Based on this information, the CIP should be designed. The information presented for the CIP design should be consistent with the information in the Brody & Nair (2003) textbook (Chapter 17), and should include a literature review, rationale, statement of need, goals and objectives, program components, and an evaluation strategy.

Important: This is a coordinated team project, but each student is responsible and will be graded individually for their effort in the group term paper and class presentation. Students will complete their own in-text citations, their own references used, and any “personal communications” utilized in completing the assignment. Students will place their names on a “header” to indicate the specific sections of the group paper they were responsible for writing, and will be graded accordingly. Students will be provided with specific evaluative criterion for the term papers and oral presentations.

Students are to strictly adhere to the guidelines of the *Publication manual of the American Psychological Association* (2001, 5th Ed.), also known as “APA 5.” Students will also be responsible for proofreading, sentence construction, grammar, and spelling. **Poor writing skills are unacceptable at the graduate school level. Students experiencing writing difficulty or who want to enhance their writing skills are encouraged to use the UT Writing Lab facilities. **All term papers must include the name, title, and telephone number of any individuals you interviewed for this assignment.****

Community Intervention Project Group Presentations:

The student CIP teams will be responsible for presenting the CIPs to the entire class. The presentation format will be consistent with the term paper specifications. The presentation will be done using Power Point presentation technology and other approaches, if desired. Each team is required to have and document at least four (4) planning meetings to prepare for, write up, and present the CIP to your classmates and the instructor. The instructor expects nothing less than a high quality, graduate school-level term paper, and a professional group presentation. ***The presentations will be videotaped.*** The written summaries of group meetings will be provided to the instructor, and will include dates, times, and substance of team meetings, specific assignments given to individual members, responsibilities of members, problems experienced, and so forth. Each team will elect a representative who will serve as the primary liaison between the team and the professor.

Macro Practice “Reaction Paper”

On April 6, 2005, we will have guest speakers who are professional macro-practitioners. They will speak to the class about their experiences working in different macro practice capacities and answer questions students may have about their “real world” scenarios. This will provide students with a unique insight into that specific aspect of social work practice, and may help students in deciding whether to pursue the clinical or management and community practice (MCP) concentration when their foundation studies are complete. Students are required to attend the session, and are required to write a “reaction paper” which will be due the following week (13 April). Specifications for the paper will be provided by the instructor.

COURSE GRADING:

The grading scale used for the course is:	99 - 100	A+
	94 - 98	A
	90 - 93	B+
	82 - 89	B
	79 - 81	C+
	72 - 78	C
	67 - 71	D
	< 67	F

Attendance:

Regular class attendance is considered professional behavior. Students are expected to discuss absences with the instructor. More than 2 unexcused absences may result in the markdown of the final grade by one grade level (e.g. A to B+. etc.). Students are expected to complete and think about assigned readings for preparation for each class section, participate in class discussions and activities using class readings and field and life experience, and complete all assignments on time.

Course Texts (All Required)

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Brody, R. & Nair, M.D. (2003). *Macro practice: A generalist approach* (6th Ed.). Wheaton, IL: Gregory Publishing.

Brueggemann, W.G. (2002). *The practice of macro social work* (2nd ed.). Chicago: Nelson-Hall.

Assigned Readings (On Reserve in Hodges Library):

Abramovitz, M. (1998). Social work and social reform: An arena of struggle. *Social Work*, 43 (6), 512-526.

Bowie, S.L. (2004). Privatized management in urban public housing communities: A comparative analysis of social services availability, utilization, and satisfaction. *Social Work*, 49(4), 562-571.

Bowie, S.L., Dutton-Stepick, C., & Stepick A. (2001). Voices from the welfare vortex: A descriptive profile of low-income African American women on the eve of devolution. *Race, Gender and Class*, 4, 36-58.

Carlton-LaNey (1999). African American social work pioneers' response to need. *Social Work*, 44(4), 311-321.

Lundblad, K.S. (1995). Jane Addams and social reform: A role model for the 1990s. *Social Work*, 40(5), 661-669.

Note on Assigned Readings: All readings are on reserve at Hodges Library or will be distributed during class sessions.

SEMESTER SCHEDULE AND ASSIGNMENTS

Week 1 - January 12 - Introduction to Foundations of Social Work Practice III

- **Review organization of course (syllabus, readings, course schedule, assignments)
- **Definition and scope of macro practice
- **Deficit and Non-Deficit perspectives in social work macro practice
- **Menu of concepts for generalist macro practice
- **Social work values and ethics in macro practice

Reading Assignment:

Brueggemann, Chapter 1 (Overview of Macro Social Work)

Week 2 - January 19

- **Social Change and Social Work Change Agents
- **External and Internal Environmental Issues in Macro Practice

Reading Assignment:

-Brueggemann, Chapter 2 (Social Problems and Social Change)
-Brueggemann, Chapter 3 (The Method of Solving Social Problems)
-Brody & Nair, Chapter 1 (The Environmental Context Affecting Human Service Agencies)

Week 3 - January 26

- **Historical Perspectives on Social Work Macro Practice
- **Ethnic Groups and the Evolution of Macro Practice

Reading Assignment:

- Carlton-LaNey (African American Social Work Pioneers Respond to Need)
 - Lundblad (Jane Addams and Social Reform: A Role Model for the 1990s)
 - Abramovitz (Social Work and Social Reform: An Arena of Struggle)
-
-

**Week 4 - February 2, and
Week 5 - February 9**

**Organizational Structure, Organizational Dynamics, and Leadership

Reading Assignment (for both sessions)

- Brueggemann, Chapter 4 (Leadership: The Hallmark of Macro Social Work)
 - Brueggemann, Chapter 9 (The Social Sector and the Rise of the Social Organization)
 - Brody & Nair, Chapter 4 (Organizational Culture)
 - Brody & Nair, Chapter 14 (Organizational Leadership and Supervision)
-
-

Week 6 - February 16

**Diversity and Multi-Culturalism Issues and Social Work Macro Practice

Reading Assignment:

- Bowie, S.L. (Privatized Management in Urban Public Housing...)
 - Brody & Nair, Chapter 10 (Perspectives on Diversity and Ethical Behavior)
 - Case Study TBA
-
-

Week 7 - February 23

***** MIDTERM EXAMINATION *****

Week 8 - March 2

**Social Work with Communities
**Models of Community Intervention

Reading Assignment:

- Brueggemann, Chapter 5 (Communities)
- Netting et al. handout (Understanding and Analyzing Communities)

* * *

Team #1 Term Paper Due Today

Week 9 - March 9

**Community Organization

Reading Assignment:

-Brueggemann, Chapter 8 (Becoming a Community Organizer)

* * *

Team #1 Presentation Today

* * *

* * *

Team #2 Term Paper Due Today

* * *

Week 10 - March 16

*Administration in Social Work Practice

Reading Assignment:

-Brueggemann, Chapter 11 (Becoming a Social Work Administrator)

* * *

Team #2 Presentation Today

* * *

* * *

Team #3 Term Paper Due Today

* * *

Week 11 - March 23

* * *

SPRING BREAK

* * *

Week 12 - March 30

*Policy Practice Issues

Reading Assignment:

-Brueggemann, Chapter 13 (Becoming a Social Policy Advocate)

-Handout: Parsons et al.(A Model for Empowerment Practice)

Team #3 Presentation Today
Team #4 Term Paper Due Today

Week 13 - April 6

*Guest Speakers: Professional Macro Practitioners (Mandatory Attendance)

Week 14 - April 13

*Developing Social Work Programs

Reading Assignment:

- Brueggemann, Chapter 7 (Becoming a Community Developer)

“Reaction Papers” Due Today

Team #4 Presentation Today
Team #5 Term Paper Due Today

Week 15 - April 20

*Community Activism

Reading Assignment:

-Brueggemann, Chapter 14 (Becoming Active in Social Movements)

Team #5 Presentation Today

**

Week 16 - April 27 (Final Day of Class)

Course Evaluation

Bibliography

- Addams, J. (1910). *Twenty years at Hull-House*. New York: Macmillan.
- Austin, M.J. & Lowe, J.I. (Eds.) (1994). *Controversial issues in communities and organizations*. Boston: Allyn and Bacon.
- Barr, A. (January 1987). Inside practice-researching community workers in Scotland. *Community Development Journal*, 22(1), 11-17.
- Baum, M. & Twiss, P. (Eds.) 1996). *Social Work Intervention in an Economic Crisis: The River Communities Project*. Binghamton, NY: Haworth.
- Beneford, R.D. (March 1993). Frame disputes within the nuclear disarmament movement. *Social Forces*, 71(3), 677-701.
- Bobo, K., Kendall, J. & Max, S. (1995). Cleaning up in the nineties. In J. Rothman, J.L. Erlich, & J.E. Tropman (Eds.), *Strategies of community intervention* (pp. 99-113). Itasca, IL: F.E. Peacock Publishers, Inc.
- Bodinham, H. & Weinstein, J. (1991). Making authority accountable: The experience of a statutory based women's group. *Groupwork*, 4(1), 22-30.
- Brager, G. & Holloway, S. (1992). Assessing prospects for organizational change: The uses of force field analysis. *Administration in Social Work*, 16(3/4), 15-28.
- Butcher, H. (April 1986). The "Community Practice" approach to local public service provision: An analysis of recent developments. *Community Development Journal*, 21(2), 107-115.
- Daley, J.M. & Wong, P. (1994). Community development with emerging ethnic communities. *Journal of Community Practice*, 1(1), 9-24.
- Daly, H.E. & Cobb, J.B., Jr. (1989). *For the common good: Redirecting the economy toward community, the environment, and a sustainable future*. Boston, MA: Beacon Press.
- Devore, W. (1995). Organizing for violence prevention: An african-american community perspective. In F.G. Erlich & J.L. Erlich (Eds.), *Community organizing in a diverse society* (pp. 61-75). Boston, MA: Allyn and Bacon.
- Dodd, P., & Gutierrez, L. (1990). Preparing students for the future: A power perspective on community practice. *Administration in Social Work*, 14(2), 63-78.
- Dotson, D. (1979). Occupational health: Organizing the right to breathe. *Human Services in the Rural Environment*, 4(1), 4-11.
- Edwards, E.D. & Edwards, M.E. (1995). Community development with native americans. In F.G. Erlich & J.L. Erlich (Eds.), *Community organizing in a diverse society* (pp. 25-42). Boston, MA: Allyn and Bacon.

- Ekins, P., Hillman, M. & Hutchison, R. (1992). *The gala atlas of green economics*. New York: Anchor Books.
- Fellin, P. (1995). Community conflict. In *The community and the social worker* (pp. 235-247). Itasca, IL: F.E. Peacock Publishers, Inc.
- Fellin, P. (1995). *The community and the social worker*. Itasca, IL: F.E. Peacock.
- Fisher, R. (1995). Social action community organization: Proliferation, persistence, roots, and prospects. In J. Rothman, J.L. Erlich & J. E. Tropman (Ed.), *Strategies of community intervention* (pp. 327-340). Itasca, IL: F.E. Peacock Publishers, Inc.
- Fisher, R., & Karger, H.J. (1997). *Social Work and Community in a Private World: Getting out in Public*. New York: Longman.
- Galan, F. J. (November 1989). The bridging role of social work in community practice: A field study. *Free Inquiry in Creative Sociology*, 17(2), 201-206.
- Gibbs, L., & Gambrill, E. (1996). *Critical Thinking for Social Workers*. Thousand Oaks, CA: Sage.
- Gillespie, D.F. & Banerjee, M.M. (1993). Prevention planning and disaster preparedness, Journal of Applied Social Science. 17(2), 219-236.
- Glisson, C., James, L. (1992). The interorganizational coordination of services to children in state custody. *Administration in Social Work*, 16(3/4), 65-80.
- Goldman, B.A. (1991). *The truth about where you live: An atlas for action on toxins and mortality*. New York: Random House.
- Gotts, E.E. & Purnell, R.F. (October 1986). Families and schools in rural appalachia. *American Journal of Community Psychology*, 14(5), 499-520.
- Gulati, P., & Guest, G. (January 1990). The community-centered model: A garden-variety approach or a radical transformation of community practice? *Social Work*, 35(1), 63-68.
- Hanna, M., & Robinson, B. (1994). *Strategies for community empowerment: Direct action and transformative approaches to social change practice*. Lewiston, NY: Edwin Mellen Press.
- Harper, K.V., & Lantz, J. (1996). *Cross-cultural practice: Social work with diverse populations*. Chicago: Lyceum Books.
- Haynes, K.S. & Mickelson, J.S. (1991). *Affecting change: Social workers in the political arena*. White Plains, NY: Longman.
- Hoff, M.D. & McNutt, J.G. (1994). *The global environmental crisis: Implications for social welfare and social work*. Aldershot, England: Avebury.
- Holloway, S., & Brager, G. (1985). Implicit negotiations and organizational practice. *Administration in Social Work*, 9(2), 15-24.
- Holman, J.E. & Caston, R. J. (April 1987). Interorganizational influence on mental health diagnoses: A macro-level study of labeling processes. *Sociological Perspectives*, 30(2) 180-200.

- Homan, M.S. (1999). *Promoting community change: Making it happen in the real world* (2nd Ed.). Pacific Grove, CA: Brooks/Cole.
- Hudson, B. (July 1987). Collaboration in social welfare: A Framework for analysis. *Policy and Politics*, 15(3), 175-82.
- Hyman, D. (1990). Six models of community intervention: A dialectical synthesis of social theory and social action. *Sociological Practice*, 8, 32-47.
- Iglehart, A.P. & Becerra, R.M. (1995). Recurring issues and the next steps. In *Social services and the ethnic community* (pp. 271-285). Boston, MA: Allyn and Bacon.
- Iglehart, A.P. & Becerra, R.M. (1995). Service delivery to diverse communities: Agency-focused obstacles and pathways. In *Social services and the ethnic community* (pp. 204-239). Boston, MA: Allyn and Bacon.
- Iglehart, A.P. & Becerra, R.M. (1995). *Social services and the ethnic community*. Boston: Allyn and Bacon.
- Johnson, A.K. (1994). Linking professionalism and community organization: A scholar/advocate approach. *Journal of Community Practice*, 1(1), 65-86.
- Kelley, J.B., Balderrabano, P., & Briseno, L. (January 1996). The roles of community works in the United States and Mexico. *Community Development Journal*, 21(1), 11-22.
- Kettner, P., Daley, J.M., & Nichols, A.W. (1985). *Initiating change in organizations and communities: A macro practice model*. Monterey, CA: Brooks/Cole.
- Kirst-Ashman, K.K., & Hull, G.H. (2001). *Generalist practice with organizations and communities* (2nd Ed.). Belmont, CA: Brooks/Cole.
- Knoke, D. (1990). Organizing for collective action: The political economies of associations. New York: Aldine de Gruyter.
- Lightburn, A. & Kemp, S.P. (January 1994). Family-support programs: Opportunities for community-based practice. *Families in Society*, 75(1), 16-26.
- Lyons, C.M., Minihan, P.M. & Dean, D.H. (1992). Access to dental health care for persons with mental retardation in community residential settings. *New England Journal of Human Services*, 11(1), 14-19.
- Marcus, L.J. (1990). Research on organizational issues in health care social work. *Social Work in Health Care*, 15(1), 79-95.
- Martinez-Brawley, E.E. (December 1988). Locality-based social work in four non-metropolitan patches in Norfolk England: Implications for community practice. *Journal of International and Comparative Social Welfare*, 4(2), 44-71.
- Mattaini, M.A. (October 1993). Behavior analysis and community practice: A review. *Research on Social Work Practice*, 3(4), 420-447.
- Miller, G. & Warriner, C.K. (1980). Purposive social change and interorganizational networks: The case of three prepaid health programs. *Journal of Sociology and Social Welfare*, 7(5), 755-72.

- Mizrahi, T., & Morrison, J.D. (Eds.). (1993). *Community Organization and Social Administration: Advances, Trends, and Emerging Principles*. New York: Haworth.
- Morris, T. (Winter 1994). Alternative paradigms: A source for social work practice research. *Arete*, 18(2), 31-44.
- Netting, F.E., Thibault, J.M. & Ellor, J.W. (Winter 1990). Integrating content on organized religion into macropractice courses. *Journal of Social Work Education*, 26(1), 15-24.
- Newburn, T. (1993). Disaster and After: Social Work in the Aftermath of Disaster. Bristol, PA: Jessica Kingsley Publishers.
- Nuehring, E.M. (1979). Preventive activity and interorganizational factors: A survey of 30 community mental centers. *Journal of Social Service Research*, 2(3) 285-300.
- Oliner, P.M. & Oliner, S.P. (1995). *Toward a Caring Society: Ideas into Action*. Westport, CN: Praeger.
- Otoole, R. & Otoole, A.W. (1981). Negotiating interorganizational orders. *Sociological Quarterly*, 22(1), 29-41.
- Patti, R.J., Poetner, J. & Rapp, C.A. (Fall/Winter 1987). Managing for service effectiveness in social welfare organizations. *Administration in Social Work* (entire issue), 11(3/4).
- Perlmutter, F.D. (1988). Alternative federated funds: resourcing for change. *Administration in Social Work*, 12(2), 95-108.
- Pick, M. (1993). How to save your neighborhood, city or town: The Sierra Club guide to community organizing. San Francisco, CA: Sierra Club Books.
- Richardson, M., West, M.A., Day, P., Stuart, S., & Cahn, K. (Summer 1989). Coordinating services by design. *Public Welfare*, 47(3), 30-36.
- Rivera, F.G. & Erlich, J.L. (1995). *Community organizing in a diverse society*. Boston: Allyn and Bacon.
- Rosenthal, B., Mirahi, T., & Sampson, T. (1994). Should community-based organizations give priority to building coalitions rather than building their own memberships? In M.J. Austin and J.J. Lowe (Eds.), *Controversial issues in communities and organizations* (pp. 9-22). Boston, MA: Allyn and Bacon.
- Rothman, J. & Thyer, B.A. (June 1984). Behavioral social work in community and organizational settings. *Journal of Sociology and Social Welfare*, 11(2), 294-326.
- Rothman, J., Erlich, J.L. & Tropman, J.E. (Eds.) (1994). *Strategies of community intervention*. Itasca, IL. F.E. Peacock.
- Sherraden, J.S. (1993). Community studies in the baccalaureate social work curriculum. *Journal of Teaching in Social Work*, 7(1), 75-88.
- Sink, O.W. & Stowers, G. (1989). Coalitions and their effect on the urban policy agenda. *Administration in Social Work*, 13(2), 83-89.
- Specht, H. & Courtney, M.E. (1994). *Unfaithful angels*. New York: Free Press.

- Stoddard, P.H. (Fall/Winter 1992-1993). Community theory: New Perspectives for the 1990's. *Journal of Applied Social Sciences*, 16(1), 13-30.
- Streeter, C.L. (1991). Disasters and development: Disaster preparedness and mitigation as an essential component of development planning. *Social Development Issues*, 13(4), 100-110.
- Tropman, J.E. (1996). *Making Meetings Work: Achieving High Quality Group Decisions*. Thousand Oaks, CA: Sage.
- Tropman, J.E., Erlich, J.L., & Rothman, J. (Eds.) (1995). *Tactics and techniques of community intervention*. Itasca, IL: F.E. Peacock.
- Walsh, A.M. (1994). Interorganizational relationships between community providers and a public sector case management program. (30, 3, No. 840). Philadelphia, PA: University of Pennsylvania.
- Wardell, P.J. (1988). The implications of changing interorganizational relationships and resource constraints for human services survival: A case study. *Administration in Social Work*, 12(1), 89-105.
- Watts, W.D. (1989). Reducing adolescent drug abuse: Sociological strategies for community practice. *Clinical Sociology Review*, 7 152-171.
- Weil, M. (Winter 1982). Community organization curriculum development in services for families and children: Bridging the micro-macro practice gap. *Social Development Issues*, 6(3), 40-54.
- Whetten, D.A. (1981). Interorganizational relations: A review of the field. *Journal of Higher Education*, 52(1), 1-28.
- Wills, G. (Winter 1992). Values of community practice: Legacy of the radical social gospel. *Canadian Social Work Review*, 9(1), 28-40.
- Zald, M.N. (1995). Organizations: Organizationas as polities: An analysis of community organization agencies. In J. Rothman, J.L. Erlich, & J.E. Tropman (Eds.), *Strategies of community intervention* (pp. 129-139), Itasca, IL: F.E. Peacock Publishers, Inc.
- Zander, A. (1995). Pressuring methods used by groups. In J. Rothman, J.L. Erlich, & J.E. Tropman (Ed.), *Strategies of community intervention* (pp. 172-194). Itasca, IL: F.E. Peacock Publishers, Inc.
- Zibalese-Crawford, M. (1993). Interorganization relations amongst HIV/Aids organizations in the D.C. metropolitan aera (29, 3). Howard University.

